

SELECT

Self Learning Atlas
of Ancient European Cultures



Teachers Guidelines

Authored by:

Marco Tibaldini - University of Genoa

Eduardo Orduña - Institut El Pont de Suert

Adam Kuna - I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku



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The Project

Description

The SELECT project aims to enhance the study of ancient history and geography by means of the multidisciplinary, multilayered, interactive and user-friendly self-learning ATLAS of the cultures of old Europe before Romanisation. The ancient peoples outside the Greek-Roman world are the “minorities of the past” whose heritage is often neglected in the school system. The ATLAS will provide European citizens with an overall view of the most ancient European heritage, which will be objectified on a map, a powerful visual tool in learning the past.

Partners



**Università
di Genova**

University of Genoa: The University of Genova is one of the most ancient among the European universities. It was founded in 1333, but its history can be traced back several centuries (14th century).

UNIGE is a public institution provided with scientific, educational, organizational and financial autonomy and it is involved in the building of a European area for research and advanced professional training. It operates in accordance with the principles of the Constitution of the Italian Republic and of Magna Charta subscribed by European Universities in 1988.



Alteritas - Interazione tra i popoli: The association ALTERITAS - Interazioni tra i popoli ETS, is devoted to the study of interactions among peoples of different origin, language, culture and tradition throughout the history. Thanks to a network of about 50 scholars from different disciplines (archaeology, linguistics, anthropology, history of art, ancient, medieval and modern history), and to the collaboration with numerous research institutions, Alteritas is engaged in research projects characterized by a wide range of topics and approaches in humanities and social sciences.

NCLOUD S.r.l.: is a small enterprise with expertise in cloud solutions. Specifically, it manages cloud solutions based on WP6



(WebPyramid 6) platform, a tool enhanced for Customer Relationship Management (CRM) and Enterprise Resource Planning (ERP). It also develops websites with strong application content and custom mobile applications. Among its expertise are also Cyber Security and Privacy Policy (GDPR). The enterprise is strongly oriented towards innovation.



Université Bordeaux-Montaigne: The University Bordeaux Montaigne (UBM) is a humanist university with a long tradition of international outreach. It brings together more than 17,000 students and 1,300 teaching and administrative staff for training and research in the arts, languages, literature, humanities and social sciences. It awards 138 national diplomas within three training and research units (UFR) and two institutes: the University Institute of Technology (IUT) and the Institute of Journalism (IJBA). The UBM is also associated with the Aquitaine Higher School of Teaching and Education (ESPE) to provide training for future teachers.



Universidad de Zaragoza: The University of Zaragoza is a public teaching and research institution which combines almost five centuries of history (since 1542) with a constantly updated range of courses. The University of Zaragoza has more than 30,000 students, 5,100 teaching and research staff and over 1,800 administration and service staff. It offers courses in all areas: Arts and Humanities, Engineering and Architecture, Experimental Sciences, Health Sciences, Social Sciences and Law. Students can choose between 54 Bachelor's degrees and, in terms of graduate studies, 55 master degrees and 45 doctoral programmes, in addition to 90 specific courses (postgraduate degrees and specialist diplomas) corresponding to UNIZAR lifelong learning strategy.



Institut El Pont de Suert: The Institut El Pont de Suert is a high school with 350 students, including secondary school, high school and professional studies: forestry, gardening and work in ski resorts. It is a school with a strong engagement in international projects, and also in attention to diversity. The school is placed in Catalonia, but very close to Aragón, so they have students from both regions, and this is a mountain area, in the Pyrenees, which determines their strong interest in the natural environment.

Adam Mickiewicz University Poznan: Ranking among the best Polish higher education institutions in terms of the level of research and education, AMU is now significantly developing its research and

teaching. It also continues to modernize and further develop its facilities. With 285 majors and specializations covering the entire spectrum from humanities to sciences, AMU's enrolment is nearly 40 thousand students who study at the B.A., the M.A. and the Ph.D. levels. AMU employs over 3,000 academic teachers and nearly 2,100 other staff.

I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku: I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku is a secondary school for students from grades 9-12 (15-19 years old). 420 students attend the school and 32 teachers work there. It provides general education to students who would like to continue their education and go to university.

Students, teachers and parents actively take part in various school projects, both local and national in order to use innovation and exchange of good practices. These activities are an integral part of the school curricula and provide measurable benefits through systematically growing results of external exams and language competencies.

Forskningscentrum för Europeisk Flerspråkighet (F|E|F): The F|E|F deals with (applied) linguistics and social research. It is a registered profit body born to give unitary coordination to the several experiences of research in the fields of sociolinguistics, applied linguistics, language planning, geolinguistics and GIS, historical-comparative linguistics, terminology, permanent language education, psycholinguistics, dialectology, lexicography and computational linguistics that its members have been conducting since 1995 under the name of Centre d'Études Linguistiques pour l'Europe.

Designing the Atlas

The SELECT project aims to enhance the study of ancient history and geography by means of the multidisciplinary, multilayered, interactive and user-friendly self-learning Atlas of the cultures of old Europe before Romanisation. The ancient peoples outside the Greek-Roman world were the "minorities of the past", whose heritage is often neglected in most European school systems. The SELECT Atlas will provide European citizens with an overall view of the most ancient European heritage, which will be objectified on a map, a powerful visual tool for learning the past. The map refers to a territory which, in the present and in the past, continuously develops and changes its borders.

The SELECT project has been designed to achieve two major aims: increasing in European citizenship a deeper awareness of the common European culture apart from the Graeco-Latin one; providing the European educational systems with a self-learning tool for the study of the ancient world, boosting at the same time the digital competence of students and teachers.

Testing the Atlas

The pilot

The hackathon of the *beta* release of the SELECT atlas took place online on March 28th and involved three schools:

- the **Liceo Marie Curie** (Italy, picture aside)
- the **Institut El Pont de Suert** and the **Institut Monturiol** (Spain)
- the **I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku** (Poland).



The event, attended by 164 students, was followed by a qualitative survey that collected students' opinion about the Atlas and the project in general, and a written report of their teachers about the usefulness of the SELECT Atlas for teaching.

Multiplier Events

After the Hackathon, a new quantitative survey was designed, modelled on the answers of the students that took part in the first testing phase. In the following months, a series of multiplier events had been organized, involving 376 8 students, teachers, and scholars.

On those occasions we asked students to test the Atlas and answer this new survey. Their answers helped us to understand the potentialities of the SELECT Atlas in teaching, and students also specified for which discipline they found it useful.

Matching their answers with those of their teachers we had a more precise and effective idea of the educational applications of the SELECT Atlas in general, confirming also the educational paradigms at the base of the project.

Educational background of the SELECT project

Multiculturality and cultural inclusivity of the SELECT project

The SELECT project has a multicultural and inclusive soul, which is conveyed by several of its features. This attention to multiculturality and inclusivity has been present since the early stages of the project and is derived from its research design. The original aim was to gather in the same place those databases of archaeological and epigraphic data related to ancient cultures that lived in Europe during the Iron Age, and that, at a certain point, were minoritized by Greek and Roman expansions. Some of those cultures left their mark on the history and culture on a local level, like the Raethians or the Iberians, while some others had an impact on the whole of Europe and even further, like the Celts.

During antiquity, they have been militarily, politically or culturally overwhelmed by Greeks and Romans. This fact caused the loss of their peculiar cultural traits, or generated processes of cultural appropriation, making it more difficult to trace back the roots of some of the traditions, cultural habits, linguistic expressions and toponyms that are still in use today.

Every European country has a multilayered identity and culture, and most of them are well aware of the role played by Greeks and Romans in the shaping of one of those layers, which also had an amplified impact on further ones. For example, while the Romans occupied just a small portion in the west of actual Germany, during the Middle Ages the newly founded Holy Roman Empire covered territories that Romans never conquered, and slowly moved to the east, extending its influence on territories that Romans never even heard about.

The same happened on an alphabetic and linguistic level: Greek and Latin types spread across Europe during the Antiquity and Middle Ages becoming the most used writing system in the world, and the Greek and Latin literary production made them the most used language in scholarly contexts until the XX century.

The cultural relevance and importance of the Greeks and Romans is widely acknowledged, while the other cultures that might also have been majoritarian before the Roman conquest are still considered as ‘minor’ in synchronic and diachronic perspective: the remains of those cultures are seen now as ‘of local relevance’, and for this reason people are induced to think that they have always been minoritarian. For this reason, in the multilayered cultures in which we live, their

role is also considered minoritarian, and the layer they contributed to shape often passes unnoticed to the public, or at least, it is not considered as a 'remarkable moment of their national history', and it is not taught, publicized, or object of dissemination activities.

The use of the Gaelic language spoken in Galles, Ireland and Scotland is now considered as a local phenomenon that concerns only the British islands, while according to another perspective, more inclusive towards the so-called 'cultural minorities', it could be seen as the remains of a culture that had been for long majoritarian, spreading across most of Europe and beyond its borders.

We can indeed find the Galles on the map, whose name is due to the Gauls that inhabited this region before the Roman conquest, but we can also find the Spanish Galizia, the Polish-Ukrainian Galicja, and at the time of the Romans, there was even an Anatolian region called Galatia, whose language was close the one spoken in Treviri, along the river Rhine.¹

All that evidence reveals how our perception of what is 'majoritarian' and 'minoritarian' in History might be imprecise and deceiving.

Also, if we consider the existence of local cultures according to a 'qualitative' perspective (and not only 'quantitative', measuring just the geographical range of their spreading to determine if they are worth to be studied or not) it is possible to point at a huge historical process of major interest.

Aside from the 'Gaulish' example, we should consider that during the Iron Age, the whole of Europe was inhabited by local cultures that are today mostly unknown. Gathering documents attesting their existence can point to a process of cultural unification brought by the Romanization of Europe, that erased a previous cultural particularization. On one hand, it led to the creation of a common culture, but on the other hand, also resulted in a huge cultural loss.

Even if knowing the peculiar habits of all of the local pre-roman cultures might not be relevant for every European citizen, the process of loss of local cultural habits is quite relevant. The fear and risk of losing local cultures, languages, habits and traditions is a matter of hard political debate in most European countries and can foster populism and nationalism, it generates tensions within and among the countries, between the public and institutions, local and migrants.

European institutions are promoting the study and preservation of local traditions, languages, and habits, and the European Union contributes to it, taking care of the preservation of cultural minorities in the process of internationalization.

The SELECT project can contribute to the rediscovering of the historical roots of those cultural peculiarities, increasing public awareness of it and conveying an inclusive and multicultural perspective.

¹ Jerome, *Comentarii in Epistolam ad Galatos*, 2.3.

A useful instrument for different kinds of users

Pre-roman cultures have been largely studied by scholars, who paid special attention to the cultures that inhabited that part of Europe in which they live, frequently finding linguistic and cultural evidence of their passage, underlying their relevance for the development of the local culture. Separate databases have been implemented by scholars for most of the pre-roman cultures of Europe.

The SELECT project served as a data collector to merge all those databases into a single one, facilitating scholars in the data research.

The inclusive approach that characterizes the SELECT project also led to the idea of involving cartographers in designing an Atlas that could show the geographical collocation of the archaeological and epigraphic cultures according to their chronology, language and alphabet.

This feature empowered the Atlas, increasing the readability of the data and making them accessible also for non-specialists. This gives an immediate idea of where a culture flourished, how much data about them is available, and comparing the available quantity of epigraphic and archaeological data, it is possible to determine their alphabetization level.

The SELECT atlas doesn't just contain a map library but also offers the possibility to interact with the database using a [Map Generator](#): a powerful tool that allows the users to create their maps, modifying the search options to extract a precise data selection.

The SELECT consortium gathered specialists from [different countries of Europe](#) who contributed with their expertise to the implementation of a digital humanities project based on an interdisciplinary approach that brings together the knowledge and perspectives of software developers, archaeologists, historians, linguists, geographers and cartographers.

The resulting website is the outcome of this inter and multidisciplinary cooperation that corresponds to the scholarly need to cross disciplinary borders and interact with specialists of other disciplines, so as to share information and, even more relevant, perspectives, approaches, and research attitudes. This multidisciplinary approach was transmitted to the SELECT Atlas and to its features which were designed for students' use.

It is online, intuitive, interactive and accessible by different kinds of devices, fostering the digital competencies of the students and providing them with a set of scholarly approved data.

A tool to foster digital competencies

In September 2020, the European Union published the [Digital Education Action Plan](#) for 2021-2027, a document that contains a series of statements, guidelines and recommendations about the introduction of digital devices and multimedia in

schools, so as to implement a blended learning approach that merges traditional teaching methods with new digital and multimedia materials.

In particular, the Digital Education Action Plan sets two strategic priorities: promoting the development of a European digital education ecosystem and enhancing the digital competence (knowledge, skills and attitudes) of all learners for the digital transformation and a world mediated by digital technologies.²

The partial achievements of the objectives presented in the Digital Education Action Plan have been published in the 2022 Eurydice background report about the [Structural indicators for monitoring education and training systems in Europe](#). This document indicates a few basic skills that should be trained and empowered in students, like:

- basic digital skills and competencies from an early age;
- digital literacy, including tackling disinformation;
- computing education;
- high-quality learning content, user-friendly tools and secure platforms which respect e-privacy rules and ethical standards;
- digitally competent and confident teachers and education and training staff;
- effective digital capacity planning and development, including up-to-date organizational capabilities.³

Thanks to its interactive features, the SELECT atlas corresponds to the guidelines and recommendations stated in the Digital Education Action Plan and fosters the digital competencies presented by the Eurydice background report.

Transdisciplinary usefulness of the SELECT Atlas

In a school system that is focusing more on competencies rather than on data acquisition, the development of skills is crucial whether they are peculiar to a discipline or transdisciplinary, and the SELECT atlas fosters a variety of skills other than the digital ones.

The previous chapter has been presented how the SELECT atlas is a suitable tool to train pupils' and teachers' digital competencies. But apart from students of Informatics and Information Technology, Digital competencies are merely infrastructural: for students of other disciplines, digital skills are valuable until they allow them to reach the desired information in the quickest and easiest way, or to interact with it in ways precluded by a traditional in-paper publication.

The new methods of data acquisition offered by technological devices and multimedia also contribute to shaping our cognitive attitudes, training our brains to privilege some cognitive approaches instead of others, and creating new cognitive expectations.

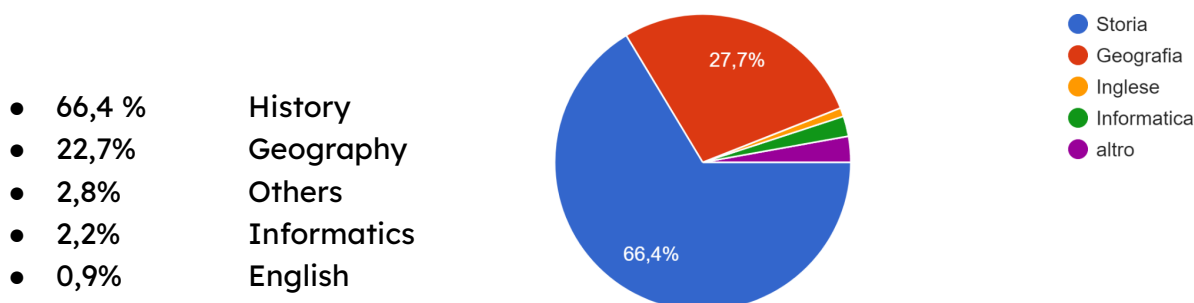
² SWD (2020) 209 final. COM (2020) 624 final.

³ Structural indicators for monitoring education and training systems in Europe - 2022. Ch. 5. pag. 25.

For example, nowadays we are all used to interactive apps and expect an app or a website to be interactive, independently by the kind of content it presents and the topics it deals with.

This need for interactivity and multimediality felt by the students regards also those disciplines that are traditionally conceived as predicated and more suitable for frontal lessons rather than for workshops. This discrepancy between students' expectations and traditional teaching methods might determine a loss of interest for those disciplines that look less interactive to their eyes.

Fortunately, the students who attended the Multiplier Events in 2023 spontaneously detected and remarked on the transdisciplinary nature of the SELECT Atlas. On an overall of 318 answers, they identified 4 disciplinary teachings that could be empowered by using the SELECT atlas. Here are the percentage of the students that considered it as an instrument suitable for the teaching of:



According to the considerations and opinions expressed by the students, in the next chapters will be offered an in-depth presentation of the educational implications of the SELECT atlas in rapport to history didactics.

New perspectives for historical research

Traditionally, European history curricula are used to convey a specific historiographic approach called General History, which:

presents the past events linked to military and diplomatic history, lists regimes, kingdoms, ministries and governmental crisis, the big facts. It presents the (famous) persons.⁴

and that:

differentiate, at first, from those particular branches that are Economic History, or Social History, and finishing to identify itself with Political History. Secondarily, it appears as a sort of a chronicle of the major facts linked to

⁴ Renouard, Y. (1968) , S.E.V.P.E.N., Paris. Pag. 41.

great political institutions - cities, empires, states - and for this reason it focuses on wars and peace treaties, changings in the national borders, alliances and dynasties' matters.⁵

This approach to history teaching is still in use in some European educational systems, while among professional historians it is largely outdated.

Their approach started to change a century ago when the French historians Marc Bloch and Lucien Febvre introduced a new disciplinary perspective that focused on topics wrongly considered 'minor'. They discovered that those 'minor' topics could be indeed indicative of major social or economic changes. This change of perspective brought to consider new fields for historical research like economic history, social history, history of agriculture, of the environment, of the popular traditions, etc.

A few decades later, their disciples Jacques Le Goff and Fernand Braudel respectively introduced the idea of the 'total history'⁶ that takes into consideration every aspect of the past (and not just the military-political ones) and the idea of 'historical processes' of short, middle, long term.⁷

Actually, all the research initiatives, online databases and portals that allow to study aspects of the past previously neglected are the most welcome by the scientific community, and the SELECT atlas corresponds to this need. It allows an in-depth study of those ancient languages that, after the graeco-roman colonization of the Western Mediterranean area became minoritarian, attracting scholarly attention on a previously neglected subject.

Thanks to the infographics included in it, the SELECT atlas also allows us to detect some short, middle and long term historical processes like the evolution of the alphabets or the permanence of some toponyms.

A new approach to history teaching

Despite the evolution of the specialists' approach, as outlined in the previous chapter, the attitude of history teachers evolved slower, and most of them are still used to thinking of history as a discursive discipline, to be taught mainly through frontal and discursive lessons. This approach determines an active role for the teacher and a passive one for students.

According to this perspective, learning means memorizing as much data as possible, and its evaluation relies on quantitative tests designed to verify the amount of historical information acquired by the student.

This approach is quite common among teachers, but despite its popularity, some Italian specialists in History Didactics remarked on three pitfalls in this model:

⁵ Guarracino, S. (1987), Guida alla prima Storia per insegnanti della scuola elementare, Editori Riuniti, Roma. Pag. 26.

⁶ Le Goff, J. (1980). La nuova storia, Mondadori. Pag. 12.

⁷ Braudel, F. (1949). La Méditerranée et le Monde méditerranéen à l'époque de Philippe II. Ph.D. thesis supervised by Lucien Febvre.

- It makes teachers hurry to finish the textbook, compelling them to adopt a 'frontal lesson' method and preventing them from implementing workshops or other kinds of activity that could provide the students with cognitive structures to increase their understanding of history.
- It focuses on contents' transmission rather on the methods of historical thinking;
- It conveys an accumulative approach in which the knowledge of pupils should virtually increase at every step, but in fact, the amount of data to keep in mind is so high that students focus just on the imminent topics forgetting the one they learned before.⁸

These three critical aspects are implied in the traditional approach, demoting both students and teachers. For this reason, history teaching is slowly changing on a continental level, shifting from a mnemonic to a more operative approach.

New history courses, starting with the primary school's ones, provide less data, but boost historical skills and competencies through exercises and practical activities.⁹

According to this perspective, the SELECT atlas represents a valuable instrument for active and operative history teaching, since it is online and interactive and can be browsed directly by the student without external help.

The teacher can design a task and assign it as homework or as a teaching module to be done in the classroom; and students can deal with it individually or in small groups, fostering in this way their historical competencies and skills.

In this way, the SELECT atlas requires the adoption of an operative approach by both students and teachers in designing and solving the tasks.

The SELECT Atlas fosters the connection between past and present

After 1944 Marc Bloch was executed by the nazi squad in France, Lucien Febvre came back to the last unfinished work of his fellow historian and wrote:

History doesn't present to people a series of isolated facts. It organizes those facts and explains them; and to explain them it has to put them into more series that are lately analyzed with different degrees of attention since, whether it wants or not, it systematically gathers and classifies past facts according to the needs of the present. It is for the 'livings' that it gathers

⁸ Perillo, E. (2011). presentazione, in I. Mattozzi (ed.), Pensare la storia da insegnare, vol.1 Pensare la storia. Cenacchi Editrice. Pag.7

Mattozzi, I. (2007). Disciplina. in G. Cerini, M. Spinosi (ed), voci della scuola, n° 6, Tecnodid, Napoli, 2007.

⁹ Rabitti, M.T. (2023). La costruzione di un curriculum di storia per competenze nella scuola primaria, pag. 53-74 in Monducci, F., Portincasa, A. (eds), Insegnare Storia nella scuola primaria, UTET Università.

evidence of 'deads'. [...] Organizing the past depending on the present: this is how we could define the social function of History.¹⁰

In fact, history is a discipline that studies the past in rapport to the present and vice versa. This peculiar aspect of historical research passed unnoticed until the half of 20th century when a continental debate arose. This is what the British Ministry published in 1952 about this argument:

The divorce between current affairs and history, so that they are regarded as two different subjects, gravely weakens both. It accentuates the natural tendency of children to regard history as something remote and irrelevant instead of something which has formed the world around them and which is continuously being formed by that world. And, it accentuates equally the tendency to look at contemporary questions as though they had no context in time, no parallels or precedents.¹¹

And a decade ago, Therry Haydn, a British specialist in history didactics, wrote:

Those who argue for the restoration of 'the good old days' of British history teaching, 'when we learnt by heart the names of the kings and queens of England, the feats of our warriors and battles and the glorious deeds of our past' (Stokes, 1990) might keep in mind that a substantial majority of pupils regarded this form of school history as useless and boring (Aldrich, 1987). It would be a return to what Ball (1993) terms 'The curriculum of the Deads'¹²

In the second half of the 20th century it became more evident that the traditional methods and subjects of history teaching were obsolete and to be relevant for our students, history courses should focus on those events that had an impact on the whole society and whose effects are somehow still present or tangible at our time. This marked a definitive shift in the study of history, passing from a dynastic and aristocratic perspective to a more popular and democratic one, eventually researching past events starting from historical processes still present in our time that students consider as relevant.¹³

The SELECT atlas is resulting in an adequate and suitable instrument for this task, since it allows modification of the geographic layer, displaying ancient or contemporary maps, allowing to search modern or ancient terms, and allowing students to actively compare past and present.

Also, the data provided by the SELECT atlas can be used by teachers to efficiently connect past and present: most of the cultures included in the atlas, despite having

¹⁰ Febvre, L. (1949) *Vers une autre histoire*. pag. 225-247 in *Revue de Métaphysique et de Morale*, (3/4) year 54°, July-October, Presses Universitaires de France. Pag. 245-246.

¹¹ Ministry of Education, Teaching History, pamphlet No. 23, HMSO, Londra, 1952. Pag. 32

¹² Haydn, T. (2011). Secondary History: current themes, pag. 30-45 in I. Davies, *Debates of history teaching*, ed. Routledge, London & New York. Pag. 37

¹³ Cocilovo, C. (2019). Il presente come pedana di s/lancio verso il passato? pag. 59-78 in Perillo, E. (ed), *Il presente e le sue storie, come insegnare una nuova storia generale a scuola*.

been minoritized by the Greco-Roman colonization, left their marks in the lands they inhabited and several regions or geographic elements still bring their names. This is the case of the Rhaetian Alps, the Liguria or Veneto region.

Historical thinking: from traces to sources

History has its own epistemology and historical knowledge has its morphology¹⁴.

Historical thinking and reasoning have their own rules that are different from the ones applied in other disciplines. While in Mathematics it is crucial to make a difference between the numbers and 2 can't be 3, a single ancient epigraphy can be analyzed according to several different perspectives and provide many kinds of information. It can be seen as a:

- written evidence: the message conveyed
- material evidence: the kind of stone on which it has been written down, which might be imported.
- immaterial evidence: the language and the terms used to write the message that might point to some linguistic evolution or contamination.

While in Science it is possible to reproduce some experiments being sure that the result will be more or less the same, in history it is completely impossible, but even if it would, the results would be divergent.

For this reason, it is crucial to provide history teaching with proper tools, instruments and terminology.

Both specialists and teachers are used to speaking and writing of 'historical sources', pointing at the material or immaterial evidence of past human activity. But a few scholars remarked that the use of the term 'source' might be inappropriate:

Traditionally, historians have referred to their documents as 'sources', as if they were filling their buckets from the stream of Truth, their stories becoming increasingly pure as they move closer to the origins. The metaphor is a vivid one, but it is also misleading, in the sense of implying the possibility of an account of the past which is uncontaminated by intermediaries. It is of course impossible to study the past without the assistance of a whole chain of intermediaries, including not only earlier historians but also the archivists who arranged the documents, the scribes who wrote them and the witnesses whose words were recorded. As the Dutch historian Gustaaf Renier¹⁵ (1892–1962) suggested half a century ago, it might be useful to replace the idea of sources with that of 'traces' of the past in the present.¹⁶

¹⁴ Mattozzi, I. (2011). Morfologia della conoscenza storiografica e didattica. pag.11-48 in Perillo, E. (ed). Pensare la storia da insegnare, vol. 1.

¹⁵ Renier, G.J. (1950). History, its Purpose and Method.

¹⁶ Burke, P. (2001). Eyewitnessing, The Uses of Images as Historical Evidence, ed. Reaktion Books. Pag. 13: Sources and Traces

In fact, the term ‘trace’ provides a better description of an element of material or immaterial nature which is clearly a trace of past human activity, but whose sense and meaning, or even message, might not be for us intelligible.

In that case, it doesn’t constitute a historical source since it doesn’t provide us with any information, but it remains merely a trace of a past human interaction.

In order to provide us some information about the past, it must be analyzed and compared to other elements and be placed in the right geographic and chronological context.

This is part of the cognitive process that archaeologists are used to doing in giving an interpretation to archaeological items, and it constitutes a good training for historical skills and competencies.

The importance of this cognitive process, which is often bypassed by most school textbooks, is remarked by several specialists in history didactics.

Passing from the idea of historical ‘sources’ to the concept of historical ‘traces’¹⁷ is a crucial point in understanding the new methodological approach to history teaching, which prefers active and practical activities to listening.

In rapport to this new methodological tendency the SELECT atlas plays a relevant role since it allows teachers and students to access several thousands of archaeological data that they could use to implement the cognitive process that turns a ‘trace’ of human action into a ‘source’ of information about the people who took part at this activity.

The presence of the infographics in the SELECT atlas is also crucial since they provide different kinds of information that can be analyzed, mixed and matched by students in many different ways.

Just the textual aspect of a single epigraphy can indeed be analyzed according to multiple approaches, for example:

- focusing on the message conveyed by its translation and deriving information about the building of a tomb, a temple or a shrine;
- focusing on the grammar structure of the sentence and the terms used, that sometimes present connections with other known languages like Greek or Latin. In this case, the reading of the original message, instead of its translation, can help to detect a process of linguistic evolution in ancient languages.
- focusing on the alphabet used, which can be derived from a different culture, like a message in the Messapic language written with an adapted Greek alphabet. Samples of this kind can be indicative of cultural contamination.
- focusing on the shape of the letters, that sometimes are indicative of a precise stage of the graphic evolution that brought from Greek to Latin characters.

Thanks to the quantity and quality of the materials collected in the SELECT database, it results in a powerful and flexible tool for history teaching that can be adapted to several teaching situations and different difficulty levels.

¹⁷ Gabrielli, G. (2023). Tracce, fonti, documenti. pag. 143-158 in Monducci, F., Portincasa, A. (eds), *Insegnare Storia nella scuola primaria*, UTET Università.

Cognitive patterns of historical thinking: chronology and geography

The process that turns a historical ‘trace’ into a historical ‘source’ of information is at the base of historical thinking and two major parts of it are the chronological and geographical contextualization¹⁸.

This part of the cognitive process might sometimes be troublesome since the chronology and localization of a historical trace are not always that clear: an object excavated by modern archaeologists is generally provided with this data, but European collections are full of objects found during the Renaissance whose chronology or place of finding is unknown; or reports of ancient events might have been written a few centuries after they happened, and sometimes have been lightly modified by medieval copyists.

So, it is not always so easy to give a geographic and chronological organization to the historical data and, for this reason, most textbooks avoid submitting problems of this kind to students, proposing maps and timelines already complete and filled with information.

Experienced teachers know that students learn more by doing and creating and drawing their maps, where they can be active and operational, eventually making mistakes and errors, instead of simply watching a perfect map on the textbook¹⁹.

Since creating maps is the work of a geographer and not of a historian, teachers are used to considering history and geography as twin disciplines, so connected to each other that it is very common that teachers make reference to them with the term **Geohistory**²⁰.

The SELECT atlas is an interactive tool that easily allows students and teachers to create geo-historical maps, provided with data scientifically approved and carefully geo-localized.

The maps created with the SELECT atlas are precise and easy to browse, since it is possible to move or zoom on them using the same patterns and actions of the major mapping systems that are already familiar to teachers and students.

The SELECT atlas also offers the possibility to print export maps in PDF, which can be later included in documents publications.

¹⁸ Mattozzi, I (1990). Un modello curricolare di educazione storica di base, in I. Mattozzi (a cura di) Un curricolo per la Storia, Bologna, Cappelli Editore. pag.23

¹⁹ Rabitti, M.T. (2018). Le carte geostoriche come fotogrammi di processi storici a scala mondiale. Pag. 165-200 in Coltri, L., Dalola, D., Rabitti, M.T. (eds). Una nuova storia generale da insegnare.

²⁰ Garimberti, E. (2018). Geostoria, studiare lo spazio e il tempo. pag.167-206 in Monducci, F. (ed), Il laboratorio storico e altre pratiche attive. UTET Università.

From micro to macro: varying the scale of our sight

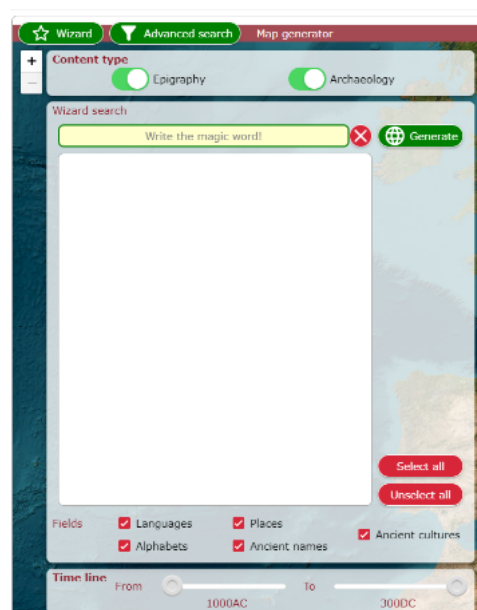
In the chronological contextualization of historical data it is very relevant to connect a single event with the historical process in which it is included. The founding of a Greek city in a precise year must be connected with the longer phenomenon of Greek colonization.

In the same way, local events must be interpreted as local implications of historical processes that interest a wider area. The founding of a Greek colony in a precise place like a bay or a promontory must be connected with the wider topic of the Greek expansion in the western Mediterranean area. For this reason, in both the chronological and geographical contextualization of historical data, it is always useful to shift from a micro to a macro perspective²¹ and the SELECT atlas allows it very easily.

In the 'search' menu it is available a feature that allows users to select a specific chronological range and the elements that they want to see reproduced on the map.

After the creation of a map, every dot on it includes the list of items that have been found on that site and it is possible to scroll the list and see the chronological interpretation of each of them.

The map also uses different kinds of icons to represent different kinds of structures or archaeological contexts, and allows the user to interact dynamically with the map moving on it, zooming in and out, without losing the data selected and displayed.



Innovative approach to multimedia

Technology has become an aspect of our everyday life that impacts both students and teachers. We quickly got used to living in a multimedia environment and their importance in history teaching is also widely acknowledged²².

²¹ Mattozzi, I. (2011). La formazione spaziale. pag.75-88 in Perillo, E. (ed). Pensare la storia da insegnare, vol. 1.

²² Tibaldini, M. (2019). YouTube e la divulgazione storica. Analisi sulla comunicazione storica multimediale. Pag. 261-298 in Perillo, E. (ed), Il presente e le sue storie, come insegnare una nuova storia generale a scuola.

Ceriani, F. (2023). Gli strumenti digitali e l'ambiente di apprendimento. Pag. 159-178 in Monducci, F., Portincasa, A. (eds), Insegnare Storia nella scuola primaria, UTET Università.

Despite its educational relevance, the multimedia contents for school use are still produced quite amateurly by independents, YouTubers, or teachers with good technological skills. Those productions sometimes lack a pedagogical and educational background, sometimes of a scientific, or sometimes of a technological one.

The SELECT atlas has been designed to be used by teachers and students and to match their needs, providing data of high scientific quality

History and inclusive thinking

Another recent change in European school systems, that made more urgent a methodological and thematic renewal, is the change in the ethnic conformation of school classes. In a period of strong immigration, it is crucial to find new ways to teach students with different degrees of linguistic competencies and cultural backgrounds.

While for other disciplines like Mathematics or Foreign Language, the cultural and linguistic distance between immigrant and local students is less relevant (in one case by the fact that mathematics is written in the same way in different parts of the globe, and in the other that both the groups are facing a new language), in the case of History those two aspects are resulting quite problematic, since the linguistic component of history teaching is extremely relevant.

History learning requires the acquisition of a series of concepts that have their specific terminology, full of light nuances that might pass unnoticed to students with different linguistic backgrounds.

For example, political terms such as 'state', 'institutions', 'country' and 'nation' have their conceptual peculiarity and were introduced into European history in different periods and through different processes that might be relevant to know.

Of course, this advancement in history learning can be accomplished much more easily by the students that already master the language of the teaching and internalized the difference between those terms thanks to their everyday life, without the need to spend time studying on it.

History taught in European schools is also culturally characterized and takes into consideration geographic areas, historical processes, themes and questions that are considered relevant to European society. It is quite difficult for an immigrant student to find his or her culture of origin mentioned or represented in the history curricula.

For this reason, the attention of specialists in History Didactics towards the inclusivity of history teaching is increasing²³.

²³ Olivieri, A. (2023). Insegnamento storico e inclusione. Pag. 75-90 in Monducci, F., Portincasa, A. (eds), *Insegnare Storia nella scuola primaria*, UTET Università.

Tibaldini, M. (2023). Una storia interculturale per una didattica inclusiva. Pag 333-358 in Monducci, F., Portincasa, A. (eds), *Insegnare Storia nella scuola primaria*, UTET Università.

The SELECT atlas focuses on languages and cultures that during antiquity became minoritarian and had been lately considered as ‘minor’ for the upcoming millennia by the scholars, whose focus on Greek and Roman culture contributed to depicting the cultures of their subjects as minoritarian.

The SELECT atlas gives dignity to those cultures that had been minoritized and marginalized by history curricula, fostering the development of an inclusive approach in both students and teachers.

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Samples of teaching modules

Prepared by the teachers that took part at the SELECT project

Tiziano Pera, an Italian specialist in Science teaching, at the beginning of the lockdown due to the Covid pandemic, expressed his concerns about the quality of learnings determined by the adoption of remote teaching:

School is "relationship." There is no digital school that can replace the teacher-pupil and pupil-pupil relationships that take place in the classroom. The attribute "digital" only qualifies the possibility of making use of a complementary and subsidiary learning environment, open to the use of technologies functional to the educational aim. [...] For this reason, education, with which schools are concerned, cannot disregard physical contact between people and cannot be provided just "remotely".²⁴

Digital humanities projects like the SELECT Atlas have the possibility to transcend the borders between digital and physical teaching methods, reducing the distance between multimedia and printed materials, matching the expectations of specialists in Education and Didactics. The SELECT atlas can be used by students and teachers for their private use and documentation, but to support its use in curricular lessons, the teachers who took part at the SELECT project designed a series of teaching modules and operative tasks that can be submitted to students.

Those could serve as examples, so that other teachers could design their own tasks, they could be assigned as homeworks, or can be used as exams to test the level of competence achieved by students.

In the next pages are provided a series of teaching modules and tasks designed by teachers in Spain, Italy and Poland.

²⁴ Pera, T. (2020), La «scuola-orchestra»: un modello tra presenza e distanza, Mondadori Università, Firenze. pag. 12:

La scuola è "relazione". Non esiste alcuna scuola digitale che possa sostituire le relazioni insegnante-alunno e alunno-alunno che si realizzano in presenza. L'attributo "digitale" qualifica solo la possibilità di avvalersi di un ambiente di apprendimento complementare e sussidiario, aperto alle finestre tecnologiche funzionali. Queste ultime, pur generative di una loro specifica cultura, non hanno tuttavia il compito di creare mondi virtuali sostitutivi dell'umanesimo di cui è impregnata la vita vera. Per questa ragione l'educazione, di cui si occupa la scuola, non può prescindere dal contatto fisico tra le persone e non può essere accudita esclusivamente "da remoto".

Comparing epigraphic and archaeological cultures

designed by the teachers of the Institut El Pont de Suert and Institut Monturiol

The aim of the first activity is to get in touch with the [Map Generator](#), both the [Map Library](#) and the [Map Generator](#), and to have a first view of the totality of the contents. Moreover, to become aware of the difference between epigraphic culture and archaeological culture.

In the Map Library look at the map SELECT Inscriptions by Language, and see which epigraphic areas have the most points. Answer:

- Which are the two regions with the most dots? With the colours of the legend it will be difficult to identify them, just say which geographical regions they appear in.
- In relation to the European continent, which are the regions with the most inscriptions?
- What do you think is the reason for this distribution? Think about the main means of transport in ancient times.

Next, go to the Map Manager, and using the Advanced Search, go to Epigraphy - All, click on the points of the zones you identified earlier, and answer:

- Which of these two languages have the most points with inscriptions?

Make a search by entering the Wizard first with Language = Iberian, and then Language = Etruscan. In each case zoom in a little so that the entries are grouped in points with the total number of entries.

- Which of these two languages has the most entries?

Now, go to the Map Manager with Advanced Search, Epigraphy - All, take a screenshot. Then do the same with Advanced Search, Archeology - All. Make a comparison of the two maps:

- Which regions have many archaeological sites but little epigraphy?
- And which ones have a lot of epigraphy but few archaeological sites?

Differentiating between language and writing: the Iberian case.

The aim of this practice is, on the one hand, to become aware of the difference between language and writing, and, on the other, to discover that there are different writing systems, such as alphabets, syllabaries and semi-syllabaries.

The same language can be written in different writing systems, and the same writing system can be adapted to write different languages. This has happened in all ages. Let us first look at some examples from the present day:

- [Use of the Arabic alphabet to write in different languages.](#)
- [Use of the Latin alphabet to write different languages.](#)
- [Use of the Arabic alphabet first and then the Latin alphabet to write Turkish.](#)

In the Iberian Peninsula we have a similar situation. The Iberian language was written in different signs or alphabets, and one of them was also used to write a non-Iberian language.

Using the information on [this page](#) of Wikipedia, you can find out which signs or alphabets were used to write Iberian and which are alphabets and which are [semi-syllabaries](#).

Using the [Map Generator](#), type "Iberian" in the Wizard, and mark only the alphabets that continue as part of the name "iberian".

- How many alphabets or signs are there?
- Generate the map, and take a screenshot.
- Near the Pyrenees you will see an area full of dots. The only Palaeo-Hispanic language that has survived to the present day is spoken in one part of this area. What language are we talking about?

Next, using the same fence, mark only Language = Iberian, and take a screenshot.

- What is the difference with the previous map?
- Which language written with an Iberian sign that appeared on the previous map does not appear on this one?
- How many languages were written with an Iberian sign?

Doing the same search in the Wizard (Epigraphy, Iberian), mark only one alphabet each time, and take a screenshot.

- Defines the geographical extent of each of the signatories.

Make a search with the Wizard for Language = Celtiberian. If you click on the southernmost points of the peninsula, you will see that some Celtiberian inscriptions were not written in Iberian sign, but in an alphabet.

- What is this alphabet?

Colonization and the origin of signs or alphabets

designed by the teachers of the Institut El Pont de Suert and Institut Monturiol

The aim of this practice is to see the relationship between the Greek, Punic and Carthaginian colonizations and the indigenous writing systems, especially in the Iberian Peninsula and southern France.

Look at [this map](#) of the settlements of the first Greek colonization.

Look at [this map](#) of the Phoenician colonization.

Look at [this map](#) of the Punic state of Carthage.

Then answer the following questions:

- In which areas of the Mediterranean are there both Greek and Phoenician-Punic colonization?
- How are the Greek and Phoenician colonizations distributed in the Western Mediterranean? In other words, which ones are distributed more north or more south...
- What could be the explanation?
- With which of the Iberian signs does the Carthaginian territorial distribution correspond most?

Search the internet and answer:

- What is the Carthaginian capital in Hispania?
- What is it called today?
- What is the relationship between the name and that of Carthage?

Search the [Map Generator](#) with Language = Tartessian. Then search the internet for Phoenician colonies in Hispania.

- What are the main Phoenician colonies in the south of the Iberian Peninsula?
- Which is the closest to the territory where Tartessian was spoken?
- What is its current name?

Do a search on the [Map Generator](#) with Alphabet= Greco-Iberian.

- Do you see any relationship between the location of the Greco-Iberian inscriptions and that of the Greek colonies in Hispania?

Search the [Map Generator](#) with Alphabet=Punic.

- In which places are there more registrations?
- Do you see any relationship with the distribution of Phoenician-Punic colonization?

Search the [Map Generator](#) with Alphabet=Greek.

- In the south of France there is a concentration of inscriptions in the Greek alphabet. What language was written using this alphabet?
- The largest city in southern France today, and the second city in France after Paris, was a Greek colony. What was the Greek name? Do you think there is any relationship between the existence of this Greek colony and the use of the Greek alphabet to write Gaulish? What other alphabet did the Gauls use?

Another concentration of inscriptions in the Greek alphabet appears in southern Italy. By clicking on the dots, say which local language was written in the Greek alphabet.

Spain: the Iberian culture

designed by the teachers of the Institut El Pont de Suert and Institut Monturiol

The objective of this activity is to make contact with the Iberian culture, to know the geographical distribution of its inscriptions, the temporal limits in which this culture exists, the phases of its conquest by Rome, and finally, comparing the main phases of Roman history with the dating of Iberian inscriptions, to find out in which phase there was the coexistence of Iberian culture with Roman, and in which one the Romans made Iberian culture disappear.

Look at [this map](#) of the timeline of the conquest of Hispania by Rome and answer these questions:

- When did the conquest begin?
- When did it end?
- In which region did it start?

Now search with the [Map Generator](#) for the location of the Iberian culture. Search Alphabet = Greco-Iberian, Northeastern Iberian and Southeastern Iberian. Search the following time ranges: 600-500, 500-400, 400-300, 300-200, 200-100, 100-0, 0-100.

Based on the results, answer:

- When did the Iberian epigraphic culture begin?
- When did it end?
- Do you see any relationship between the Roman expansion and the end of the Iberian epigraphic culture?
- Say the chronological limits in which Iberian writing coexists with the presence of
- Rome in the Iberian Peninsula.

See the [index for the Wikipedia page](#) on Roman History, then answer these questions:

- With which period of Rome's history does the period of coexistence between Iberian writing and the Roman presence coincide?
- With the beginning of which period in the history of Rome does the Iberian writing disappear?

Spain: the Celtiberians

designed by the teachers of the I Liceum Ogólnokształcące im. Władysława
Broniewskiego w Świdniku

- According to your preliminary opinion, who were the Celtiberians?
 - The Celtiberian culture was a mix of Celtic and Iberian cultures.
- Open the [Map Generator](#) and search for the Celtiberians. In which area were the Early, Middle and Late Celtiberians located?
 - The Celtiberian culture occurred in the area of the Iberian Peninsula and was one of the many Celtic tribes inhabiting this area. This culture was characterized by rich ornaments and silverware.
- Browsing the map, click on the dots on it and try to define the chronological extent of the Celtiberian civilization. In which period did the Celtiberians live in that region?
 - Celtiberians inhabited the area of the Iberian Peninsula in the period from the 4th to the 2nd century BC
- When and by which other cultures do you think they have been minoritized?
 - Before by the Carthaginians and lately and definitively by the Romans, in the 2nd century BC.
- Looking at the map you created, do you think they lived in the same area or did they expand in other regions?

They lived mostly in the same region.

Spain: in antiquity and today

designed by the teachers of the Institut El Pont de Suert and Institut Monturiol

The objective of this practice is to see the similarities and differences between the occupation of the geographical space in antiquity and today, in relation to the problem of the so-called "Empty Spain", and in relation to the distribution of communication channels before and now. This practice is to be done in a group, as there are points that should be debated.

Look at [this map](#) of population density in Spain by municipality and discuss it with your group, and as a conclusion, say what you think they are:

- The areas where the population is most concentrated, using generic expressions such as "Sea coast...", "Ocean coast...", "Valley of the...", "Center...".
- The causes of the distribution.
- List the five most populated cities in Spain.
- Search the Internet, for example on Wikipedia, which of these five cities were founded by the Romans, and write their Roman name.
- Explain what could be the main means of transport for each of these cities in antiquity and the Middle Ages (maritime, river, land...).

Then, in the Map Generator, do a search with the Wizard, with the term "Iberian". Compare the results with the map above.

- Which modern cities are related to Iberian culture?
- Which one is associated with the Celtiberian culture?
- Why do you think most Iberian inscriptions are found on the coast?

To answer, look at the map of [Greek colonization](#), search the internet, and answer this question:

- Why did the Greeks founded colonies?

Look at [this map](#) of the high-speed network in Spain and compare it with this one from the distribution of [Roman roads in Hispania](#).

- On which road network, the Roman or the AVE, did the cities on the Mediterranean coast communicate more with each other?
- What were the main inland Roman cities?
- What means of non-land transport did they have?
- Two of these inner cities were capitals at some point, one of the Visigoth kingdom, and another of Al-Andalus. Of which cities are we speaking about?

Spain & France: Sanctuaries: Why right there?

designed by the teachers of the I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku

- Open the [Map Generator](#)
- Enter the password "sanctuaries" in the "Wizard search" window,
- then narrow your search to Spain ("ES") in the "Geography" field.
- Click the button "Generate".
- After generating the map, it is clear that most of the preserved sanctuaries have been located on the east coast of Spain, currently called Costa Brava.
- Name a few cities that are located on the east coast of Spain and specify geographical factors that affect the distribution of settlements in the area.

Answer:

In the south-eastern part of the Iberian Peninsula there were better living conditions, for example, there were higher average air temperatures that fostered the presence of human settlements. Also, many sanctuaries were located along rivers and they were usually built in an area where landscape features were given importance spiritual and religious, such as mountains, forests, rivers, caves, springs, and water had a crucial role in religious rituals. It symbolized purification, healing, and fertility and sanctuaries were often built in the area of natural springs.

Carry out the same research for France (FR) You can see that most of the sanctuaries were located in the southern area, around one of the largest cities in France and in an area shaped by one of the largest rivers in France.

- What is the current name of that city?
- And the current name of the river?
- Why, in your opinion, are they located near the delta of the river instead of its spring?

Answers:

- Marseille
- Rhône

- their location in proximity to the river's delta are determined by the presence and size of human settlements, whose development has been possible thanks to agricultural production. Alluvia and silts carried by the river indeed affect soil fertility by creating alluvial soils characteristic of river valleys and deltas, that was particularly favourable to agriculture.

The Celts: cultures of Hallstatt and La Tène

designed by the teachers of the Institut El Pont de Suert and Institut Monturiol

The aim of this activity is to distinguish between prehistoric periods and archaeological cultures, to get in touch with the technical names that archaeologists use to name archaeological cultures, and their relationship with the more commonly known ethnological cultures. To do this we will observe the relationship between the archaeological cultures of Hallstatt and La Tène and the Celtic civilization. We will use the Map Manager timeline to see the fact that archaeological cultures succeed each other. Look at this timeline:

Stone Age

Paleolithic

lower	2,5 millions years ago	
middle	180.000	40.000 BC
upper	40.0000	10.000 BC

Mesolithic

10.000 7000 BC

Neolithic

7000 2000 BC

Metal Age

eneolithic or Chalcolithic

3000 2000 BC

Bronze Age

2000 1200 BC

Iron Age

1200 600 BC

Then look at the following timeline of prehistoric archaeological cultures:

Paleolithic

Lower

Abbevillian	rudimentary stone
Chellean	hand axes
Acheulean	small industries
Mousterian	ax improvement

Upper

Aurignacian	
Solutrean	appearance of art
Magdalenian	

Epipaleolithic

Azilian	microliths
Tardenoisian	microliths

Neolithic

	polished stone
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Metal Age

Bronze	<u>Hallstatt A and B (1200-750 BC)</u>
	<u>Urnfield Final Bronze</u>
Iron	
<u>first Iron Age</u>	
	<u>Hallstatt C and D (750-450 BC)</u>
<u>Second Iron Age</u>	
	<u>La Tène (450-80 BC)</u>

Compare the age of the metals in the two tables, and answer:

- Into how many prehistoric periods is the metal age divided?
- How many archaeological cultures does the second table distinguish in the metal age, without taking into account the subdivisions (A, B...)? Note names with dates in parentheses.
- Is there an exact correspondence between prehistoric metal periods and archaeological cultures?
- Which archaeological metal culture lasts the longest?
- Which archaeological culture of metals comes close to the change of era?

Search in the Map Manager La Tène (mark all variants, A, B, etc.), then Hallstatt.

- What is the geographical distribution of Hallstatt culture?
- What is the geographical distribution of La Tène culture?

Then check the datings in the archaeological cultures table:

- What is the total dating of the Hallstatt (start-end)?
- What is the dating of La Tène?
- Search the Map Manager (Wizzard: Hallstatt), filtering sites after 400 BC, and see if there are any.
- Do the same with La Tène, filtering for sites prior to 400 BC

Look at [this map](#) of Celtic expansion and answer these questions:

- With which Celtic people or peoples does the Hallstatt culture correspond?
- And that of La Tène?

Archaeological cultures are usually named after the name of the first or most characteristic site where material corresponding to that culture was found.

Search the internet, and answer:

- Where is the place that gives rise to the culture of La Tène?
- Which present-day village gives its name to the Hallstatt culture? What country is it in?

Celts: la Tène Culture

designed by the teachers of the I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku

The student gets acquainted with the La Tène culture as an example of ancient culture, determining its geographical extent and its peculiar aspects.

Here is a list of questions (provided with their answers) for teachers whose aim is to introduce students to the La Tène culture:

- Open the [Map Generator](#) and do a separate search with La Tène A, B, C, D. For each of these categories click on some dots on the map and try to understand which is the difference between these categorizations.
 - They represented different periods of the La Tène culture. To detect this difference, students must pay attention to the chronology of the archaeological data.
- Compare the maps of the different La Tène periods and detect the geographical areas in which this culture shows continuity and those in which it is discontinuous.
 - it is continuous in France, while it is discontinuous in the north of Italy
- Why do you think it disappeared from the North of Italy? Looking at the period in which it happened may be of some help.
 - it disappeared in the north of Italy after the Roman conquest and occupation.
- Browse on the Internet and define what archaeologists call La Tène culture.
 - Archaeologists use the term La Tène to describe a set of cultural features characteristic of the Celtic people
- Establish the dating of the La Tène culture and the division into periods:
 - Early La Tène period A 480–400 B.C.E.
 - Early La Tène period B 400–300 B.C.E.
 - Middle La Tène period C 300–100 B.C.E.
 - Late La Tène period D 150/100 B.C.E. to the beginning 1st century AD
- On which actual countries did the La Tène culture cover?
 - France, Spain, Britain, North Italia, Macedonia, Thessaly, Epirus, Galatia (state of the Galatians)
- Determine what are the characteristic monuments of La Tène culture?
 - Characteristic monuments of the La Tène culture are clasps, spearheads, swords, oval shields with a banded umb, bracelets extended at the ends, chain belts made of profiled links, initially handmade ceramics from La Tène C, pottery produced on a potter's wheel (pot and bucket forms) glass bracelets.
- What are La Tène clasps characterized by?
 - La Tène clasps are characteristic monuments of La Tène culture. These are clasps with a buckle and a spring, which were used to fasten

clothes. These clasps were decorated with geometric or animal ornaments (most often horses, birds, wolves and lions). They were found in the graves of the Celtic aristocracy and were a symbol of social status.

Celts: the Hallstatt culture

designed by the teachers of the I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku

- Based on the atlas, determine where the Hallstatt culture was located.
 - Sites of the West Hallstatt culture covered eastern France, Germany and Switzerland, and the artefacts referred to the Urnfield culture of the Bronze Age. On the other hand, the sites of the East Hallstatt culture included: Bosnia, Herzegovina, Transylvania, Slovakia and the eastern Alps.
- Find Vix (Côte-d'Or) View the infographic for Vix, then search for Vix's tomb and describe it:
 - The Tomb of Vix is an Iron Age monument located in France, in the town of Vix in the Côte-d'Or department. This tomb was discovered in 1953 by the French archaeologist Maurice Moisson. It is located under a mound with a diameter of 42 meters and a height of 6 meters¹. A woman, probably a princess or priestess, who lived around 500 BC was buried in the tomb. Many valuable items were found in the tomb, such as:
 - - A bronze and iron war chariot decorated with fittings and animal figures.
 - - A golden tiara with pegasus on the ends, weighing 480 grams.
 - - A silver bowl with the Greek inscription "Leagros is the most beautiful".
 - - A bronze crater, the largest known vessel of this metal, weighing 208.6 kilograms and 164 centimeters high. The Vix tomb is considered one of the most important monuments of Celtic culture in Europe. It testifies to the wealth and trade contact of this civilization with other peoples of antiquity.

Austria: as a crossroad of different cultures

*designed by the teachers of the I Liceum Ogólnokształcące im. Władysława
Broniewskiego w Świdniku*

Your task is to find the current name of the region in southern Austria where traces of Hallstatt culture have been found:

- Open the [Map Generator](#)
- activate the Advanced search functions
- Then in the "Geography" field, use the filter "Austria" (country: AT).
- Use a physical map to determine the environmental conditions of the places where human settlements rose: are they located on high mountains or in valleys?
- Try to explain why they are located in those places.

Answer:

Most of the findings are located in the valley, where the environmental conditions were more favorable to human settlements: it was warmer and since valleys are generally crossed by streams and rivers, they were and still are, suitable places for agriculture.

Austria: was that true or not?

designed by the teachers of the I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku

- Open the [Map Generator](#)
- search for Raetic
- Read this text of Pliny (Natural History, XX)
“ adjoining these (the Noricans) are the Rhaeti and Vindelici. All are divided into several states.[a] The Rhaeti are believed to be people of Etruscan race[b] driven out by the Gauls; their leader was named Rhaetus.”

Was it true that the Rhaetians were somehow connected to the Etruscans? Let's try to find it out!

- Open the [Map Generator](#)
- Search for the Etruscan and look at the collocation on the map of this culture.
- Were the Etruscan in direct touch with Rhaetians? Maybe yes, but there was someone else in the middle that might have had a role in their intercultural exchange.
- Browse [this list](#) and try to determine which culture might have played this role.

Answer:

The areas where the Rhaetians and Etruscans lived were close to one another, but those two cultures didn't overlap. In the area between them lived the Venetians.

- Now, in the map of the Rhaetic search for some **Archaeological Culture Sample** and look at the alphabet used to write Rhaetic.
- Now search on the web for the Etruscan alphabet and compare it with Rhaetic inscriptions. Do you find some similarities?
- Now search in the [Map Generator](#) for the Venetic alphabet and search for some **Archaeological Culture Sample** where it is possible to see the alphabet used by Venetians.
- Considering the location on the map of those cultures, and the shape of their letters, write a short essay expressing your opinion about this statement of Pliny: did he tell the truth or not?
- Compare your opinion with the one of the other students, then listen to the opinion of a specialist in this field.

Italy: the Iapigian culture

designed by the teachers of the I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku

- In which part of Italy did the Iapigians lived? Use the advanced search option to find it and write a short text to describe this culture.
 - The Iapigians were an ancient culture located in the south-eastern part of the Apennine and the Italian Peninsula, mainly in the region of Apulia. Their origins are unclear, but some researchers believe they were related to the Illyrians. They spoke the Messapian language, which belonged to the Paleo-Balkan group of languages.
- Find Brindisi in the atlas. Using the example of an infographic assigned to the entry of Brindisi, describe the characteristics of Iapigian pottery and a residential building.
 - Iapigian pottery is characterized by the presence of geometric motifs, Iapigian houses were simple stone structures covered with a roof of reeds. The Iapigians left behind numerous archaeological traces such as necropolises, tombs, inscriptions and pottery.

Italy: the Etruscan culture

designed by the teachers of the Institut El Pont de Suert and Institut Monturiol

The aim of this activity is to know the geographical extent of Etruscan culture, its temporal limits, and its importance in the origins of Rome, due to the existence of Etruscan kings in Rome.

The Etruscans dominated the north-central Italian peninsula before they were absorbed by the expansion of Rome. In its beginnings, Rome was ruled by a monarchy. Seven kings reigned in Rome, until a revolt ended the monarchy and established the republic. Some of these kings were Etruscans.

Consult here (https://es.wikipedia.org/wiki/Monarqu%C3%ADa_romana) the list of kings of the period of monarchy in Rome.

1. Say which of the first kings of Rome were Etruscans.

Two of the Etruscan kings of Rome were called the same, and their name is preserved in the name of an Italian city.

What is this city? Use the Map Generator Wizard to locate it.

Zoom out to get a good look at its position on the Italian peninsula, and capture the image.

Look at [this map](#) of Etruscan expansion, use the Wizard to search for the location of Etruscan inscriptions before 700 and before 500 BC.

- Take a snapshot of the two moments and explain where the expansion occurred.
- Also indicate if there is any difference between the Atlas results and the Wikipedia map.

Italy: Etruscan toponyms in modern Italy

*designed by the teachers of the I Liceum Ogólnokształcące im. Władysława
Broniewskiego w Świdniku*

Open the [Map Generator](#) and search for the Etruscans.

Based on the atlas, determine the largest concentration of the Etruscan language

- The Etruscan language was the written and spoken language spoken in ancient Etruria and neighboring regions (present-day Tuscany, Umbria, Veneto, Emilia-Romagna and Lombardy in Italy). The Etruscan language was a non-Indo-European language of uncertain origin and affinity with other languages. Unfortunately, this language is already extinct after the 1st century CE.

Search for the following towns in the Atlas: Parma, Volterra, Fiesole, Perugia.

What, apart from being located on the Apennine Peninsula, connects them with each other?

- There are traces of the Etruscan language in the names of these places:
 - Parma - the name comes from the Etruscan *parme*, meaning "shield" or "round stone".
 - Volterra - the name comes from the Etruscan *velathri*, meaning "city on a hill".
 - Fiesole - the name comes from the Etruscan *viesul*, meaning "place of vision" or "place of divination".
 - Perugia - the name comes from the Etruscan *perusna*, meaning "place of passage" or "meeting place".

Italy: the Venetic alphabet

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- Open the [Map Generator](#)
- activate the Advanced search functions
- Check the "epigraphy" box, and enter the alphabet "venetic" and the language "venetic".
- Generate map.
- It can be clearly seen that most of the findings are located around the Gulf of Venice.
- Using the "Modern Geo-map" filter, identify the natural factors that may have influenced this fact

Answer:

The presence of epigraphs is indicative of a human presence in this area, determined by the plain conformation of the soil and presence of fresh waters and rivers made it very suitable for agriculture, resulting in a higher density of population in rapport to surrounding mountains.

- You can also see that some of the epigraphs were found in central Italy. Which factor could have influenced the different location of the traces of the Venetic culture outside the Gulf of Venice?

Answer:

There were probably trade routes along the Italian coast of the Adriatic Sea, which connected the Gulf of Venice region with the rest of the country.

Punic Language

designed by the teachers of the I Liceum Ogólnokształcące im. Władysława Broniewskiego w Świdniku

Open the [Map generator](#) and search for the Punic Language. Based on the atlas, determine the largest concentrations of the Punic language.

- Sicily 11 results
- Sardinia 8 results
- South Spain 30
- Italy 3

Open the search panel and use the chronology feature to determine which of these areas has been colonized earlier by the Phoenicians.

- Sicily and Sardinia

To which period do the monuments of the Punic language date back?

- from the 9th to the 2nd century BC

What, in your opinion, may be the reason for the presence of the Punic language in Sardinia, Sicily and southern Spain?

- these lands were under Carthaginian rule until the First and Second Punic Wars



Select Project Guidelines for teachers

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Edited by
Marco Tibaldini
Fellow Researcher, Department of Education,
University of Genoa




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